

HOW SHOULD THE EDUCATION OF THINKING BE? "THINKING WITH MULTIDIMENSIONAL PERSPECTIVES"

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ABSTRACT: *The purpose of the education of thinking is to develop children's ability to establish cause and effect relation and support their judging ability by making them think on concepts that are important for them. Thinking with different perspectives points out to the process which includes thinking about what lies behind the things in order to identify the meaning and purpose of a situation, researching the factors that affect the condition, analyzing, and thinking about what to do further. Thinking with different perspectives reveals a multidimensional thinking approach. For the development of thinking with multidimensional perspectives, it's important to observe, compare, discover, deduce, communicate, interact, be motivated, be recognized socially, be independent, experience the nature, be supported by teacher/adults. The education of thinking with Multidimensional Perspectives can be carried out for people of any ages, from infants to adults. During the process of thinking with multidimensional perspectives, some topics such as self knowledge, knowledge of the others, being aware of a third person/object or a situation, group perspective, social and global perspective dimensions can be examined and situations/cases can be studied. In this study, five dimensions which are important for thinking with multidimensional perspectives are studied and information are presented with regards to Application Stages for Thinking with multidimensional perspectives.*

KEYWORDS: Education of Thinking, Child, Teacher.

INTRODUCTION

Thinking is a process having universal values and based on intuition, logic and experience which an individual uses against challenges he is going through (Taşçı, 2005). According to Ennis (1996), the concept of thinking is primarily and especially based on skills. These skills include observing, deducing, generalizing, reasoning and judgment assessment. Lipman (2003) emphasizes that skills extend from specific to general abilities; from the competence of logical reasoning to the competence of intelligently detecting the remote similarities; from the capability of decomposing a whole thing to the capability of building a wholeness by combining random words and thoughts; from the ability of forecasting about how the process will take place to the ability of distinguishing unidirectional and similar situations; to the ability of facilitating the creating of thoughts and concepts without determining the unique aspects and without demonstrating valid evidences and convincing reasons; from the power of discovering alternative possibilities to discovering the systematic and general dreams; from problem solving capacity to the capacity of overcoming the obstacles coming from the problems; from evaluation skill to the ability to create re-evaluation criteria and that the thinking skills have too many aspect and vary from person to person because each person has different intelligence functions and thus their skills emerge in different ways (Tok & Sevinç, 2010).

Thinking skills include gathering information, sorting information, analyzing information, deducing from information, problem solving, detecting cause and effect, evaluating choices, planning and setting goals, monitoring developments, decision making, thinking on developments/improvements (Wilson, 2000). Thinking skills are focused on knowing "what" as much as knowing "why" i.e. -learning to learn- (Glevey, 2008). Through the development of thinking skills, a person learns to define the problem, (e.g. ethical problems in our daily lives), think about the problem, make ethical judgments and reflect these to his own life (Giot, 2002). The development of thinking skills also enables individuals to approach things not with one dimensional perspective, but with multidimensional perspectives (Giot, 2000).

WHY IS THE EDUCATION OF THINKING REQUIRED?

When compared to the previous generations, the new generation lives in an environment with richer stimulus, where the family and education are also different and they make positive reactions to exactly follow the instructions and directions about what to do (Bork, 2012). The purpose of the studies for developing thinking is to improve one's life quality by making the thinking ability more effective and help people to understand nature, themselves and their environment better (Tok & Sevinç, 2010). Performing studies for the education of thinking in the class provides children an experience of collective discussion. Children share the responsibility of collective discussion with their classmates and they discover different perspectives and learn to respect them (Gregory, 2008). According to Akça and Taşçı (2009), considering that the information can be transmitted to the individuals by critical thinking, teaching the thinking skills is valuable for obtaining the direct information. In literature, it is emphasized that individuals' perception of themselves and of others is formed during the experience they have acquired in family, school and social environments and the quality of the relationships experienced in these social relations has an important role for the development of academic skills (Akça & Taşçı, 2009).

The purpose of the education of thinking is to develop children's ability to establish cause and effect relation and support their judging ability by making them think on concepts that are important for them. Lipman believes that if the curiosity and desire towards exploring the things in children's nature blends with thinking oriented education, children will become adults who can think more flexible and effective in the future (Lipman, 1991). The basis of the education of Thinking for Children is enabling children to explore through an attractive, imaginative and entertaining stimulus, such as stories and poems, to obtain the necessary skills in order to think about the subjects related to their past, today and future (Stanley & Bowkett, 2004). Exploring new thoughts, ideas and problems lead to important effects on children's lives (Stanley & Bowkett, 2004). Studies regarding the effectiveness of thinking oriented education for children (Fields, 1995; Imbrusciano, 1997; Doherr, 2000; Campbell, 2000; Daniel, 2000; IAPC, 2002) indicate that improvements on children's creativeness, establishing cause and effect relation, self-confidence, language, critical thinking abilities and mathematical abilities are supported. Thinking oriented education for children enables children to (Gregory, 2008:9):

- Ask their own questions (defining the problem) - Explore important concepts – Develop thinking skills - Learn to look at the things from different perspectives. Participation to thinking-based activities doesn't mean teaching children different unfamiliar subjects. The important thing here is to support them by seeing things from different perspectives and creating new ideas based on their current experiences (Gregory, 2008:55).

THINKING WITH DIFFERENT PERSPECTIVES

Thinking with different perspectives is not a natural ability, it is acquired through living. (Kesicioğlu & Deni, 2014). The ability that firstly starts with the self-confidence acquired with the help of the family improves with experiences during the various stages of life. If thinking with different perspectives can be improved especially during pre-school and school age, children can live a more meaningful life, interrogate and offer solutions for problems when they are left alone after school (Kesicioğlu & Deniz, 2014). Thinking with different perspectives in order to define the meaning and purpose of a situation includes the process of thinking the reasons that lies behind, searching for the factors that affects the situation, analyzing and thinking on alternative steps. While going through this process, it is important to know oneself, express one's thoughts, establish connections and think based on evaluation (Mert et al., 2011).

Thinking with different perspectives enables children to interrogate and research, auto-evaluate by judging the true-false, orient themselves to the good things and not to accept what they meet without interrogating (Elkind & Sweet, 1997). Thinking with different perspectives reveals a multidimensional thinking approach. In this paper, "how should the education of thinking with multidimensional perspectives be" is discussed. For the development of thinking with multidimensional perspectives, it's important to observe, compare, discover, deduce, communicate, interact, be motivated, be recognized socially, be independent, experience the nature, be supported by teacher/adults.

Observation: Observation is not simply looking, but it is watching carefully (concentrating) and systematically. Observation can be defined as an activity, which is performed by the child in order to define the characteristics of a situation by using one or more of his sense organs (Çepni et al., 2006). Having knowledge about nature is only possible through observation (Lind, 2005:59). It can be stated that a good observation can be a starting point for triggering the thinking process.

Comparison: Comparison is essential for the education of thinking. According to Morrison (2012), sorting/grouping requires examining with comparison. Small children pay attention to surfaces of objects, to how they look like, but older children search for rules, causes (Bee & Boyd, 2009). By providing materials such as magnets, flowers, leaves, stones, buttons, children can be supported for making many comparisons. Children can be encouraged to discover the features, similarities and differences of objects or situations and express themselves verbally.

Active Discoveries: It is important to care about child's ability to discover (Lind, 2005:59), handle these discoveries as valuable elements for training, give a chance to discover, encourage children for discoveries and experiments (the experiments can be very simple, e.g. turning fresh mint into dry mint, examining fresh mint and dry mint together and discuss about similarities and differences, tasting, touching, smelling and making evaluations) Child becomes a passive receiver through directly being offered the information. This can be explained by the father-son-train example: The child has a windup toy train, however his father winds up his toy and he just watches the train moving. In this example, the child cannot play with his toy, cannot make any discoveries, cannot even touch the toy but just content himself with watching the train just like watching TV. The teaching process has similarities with this example because you take away the child's freedom to discover and make the child a passive listener. Children can only learn through active participation (Bruner, 1961). However, for the potential development of as child -as also emphasized by Vygotsky- it is very important for the adult to

stand by the child and direct him when he needs, to support him on demand (but it should not be perceived as the adult carries out the whole work) (Bodrova & Leong, 2013: 14). During the discoveries, children must be encountered with problematic situations and must be encouraged for creating solution alternatives for this cases (Lind, 2005:59).

Deduction: If children encounter correct information and experiences at early ages, this will have a positive effect on his future success (Davies & Howe, 2003). The children who try to discover their environment effectively make observations and use their senses in order to deduce from their observations (Wellhousen & Cowther, 2004:36). Thus the children can satisfy their curiosity, they talk with their friends, teachers or parents, they try to find answer to the questions they formed in their minds. If there is a situation that catches the children's attention, they should be encouraged to talk about it over and over again and to make deductions. For example, if the sun catches the attention of the child and he wants to talk about it and deduce from it, the sky can be observed with the child. The child shouldn't be pushed to talk about the sun. The sky can be observed together looking from a window. Questions like "Where is the sun?" can be addressed. If the child is interested, he will keep talking. Interesting topics should be found for the child and he should be supported to make deductions. These topics are not the main point of the conversation; they are only materials to help the children to learn (Wellhousen & Crowther, 2004:12).

Child: There is no sun (today). Where is the sun?

Adult: where do you think it is?

Child: It is hidden behind the clouds.

The next day (Returning home from school):

Child: The sun is gone. Look, there is cloud.

A few days later:

Child (looking at the sky in the evening): The sun is gone, this is night (making a deduction).

The next morning (on the way to school): Look, the sun has come. It is day (making a deduction).

Small children come to conclusions based on their senses or based on what they see. As they grow older, they make deductions about what should happen and what can happen (Bee & Boyd, 2009).

Communication and Interaction: Mutual interaction and communication is very important for the education of thinking. As children make discoveries and deductions and looking for answers for their questions, they communicate with each other and interact. (Lind, 2005:59; Kefi et al., 2013). Vygotsky also made studies about children's ability of thinking. He stated that there are some methods of demonstrating the capacity to cooperate communicate plan and think ahead. According to Vygotsky, conversations both enable children to socially interact and facilitate the process of thinking (Charlesworth, 2005).

Motivation: According to Bruner, it is important to draw the learner's attention and arise his curiosity, and to create the desire to learn (Bruner, 1961). Other awards and reinforcers are not as important as motivation. The main point is that the child should be motivated internally and

desire to participate studying. Bruner states that learners must “experience success and failure not as reward and punishment, but as information” (Bruner 1961).

Social Acknowledgement: According to Vygotsky, education should not be isolated from social context (Bodrova & Leong, 2013: 15). Social context has a big impact on what we think and how we think (Bodrova & Leong, 2013: 15). It is essential for the learner to see himself as a part of the group, and feels as if he is accepted to this group. There should be a suitable situation for each child, in which they can feel the self-appreciation and they can be accepted. It's necessary to discover these situations for educational purposes. In education one must think on how to motivate the student or child and individual formulas must be found if it is necessary. It's not possible to have an effective educational progress with a student who does not consider himself as a group member, who feels himself worthless, who thinks he will not be approved or who doesn't have the learning motivation.

Supporting self-dependence: It is important to grow the child as an independent individual. For example, an 18-months-old child, who barely walks on rough country, must be left alone to familiarize with the terrain, to discover and perceive its impacts on him. He must be encouraged by such sentences as "You can do it" (but with parent/teacher/sitter nearby) and supported when he has difficulties. For a little child who tries to climb the stairs of a slide, it is important to choose a slide for his size, without risks, and give the opportunity to carry out his physical exercises. If the little child needs a chair, he has to pull his own chair; nobody should do it for himself. Adult can assign appropriate tasks and responsibilities to the child/student; children can be encouraged and supported by such sentences as "you can do it, you can be successful." All needs of children should not be met by the adults, instead, they should offer the opportunity to research and discover.

Nature Experiences: People move away from nature, water, earth and green fields nowadays, and the frequency of psychological disorders increase (Bulut & Gökтуğ, 2006). Therefore, educational process should obviously include natural environments and experiences related to the nature. The child should listen to the voice of waves, singing birds, and rustling trees and make comparisons between his experiences. The child should get used to the earth, he should grow plants, and he should percept the nature with his sense organs. He should experience the nature by smelling, touching, feeling and tasting. He should analyze his own feelings, and run in wide areas. He should test the capacity of his own body and get to know himself.

Support from Teacher/Adult: Education will be more meaningful when adults and teachers help children to focus on the targets, instead of dictating them with an iron hand and guide them for organizing, planning and practicing their knowledge for reaching a specific target. Learning process will be more effective when the teacher and the child are considered as learning partners, when the child is asked for his thoughts instead of being dictated, listened his life experiences and when the activity is formed in accordance with child's suggestions. Children will desire sharing their learning experience, to which they distribute, with others. According to Vygotsky, a children needs an adult's guidance while gaining certain behaviors, making discoveries, observations and discussions (Bodrova & Leong, 2013: 15) (e.g. learning mathematic concepts, community rules, language structures). Adult guidance accelerates the child's development and progress, helps satisfying his curiosity. However, personal observations and discoveries has an equally important effect according to Piaget (Senemoğlu, 2005; Trawick-Swith; 2013:48). The feeling of self-dependence is important for realizing and recognizing his own thoughts. When the child needs the guidance of an adult, he asks questions and tries to involve the adult into the situation/case. It's important for an adult to be sensitive

about the child's guidance need, to provide an environment in which guidance and selfdependence are balanced equally, and to catch the clues coming from the child. Child's questions should play a key role. Experiments, discoveries and trips can be planned departing from these questions. Adults should let the child reach the answers by himself as much as possible (with the help of trips, observations, experiments, facilitative questions asked by the adult to make the child better understand the situation). Children generally express that they need guidance (for example, by asking questions). Children shouldn't be distracted when they focus on something, their learning experience shouldn't be interrupted. If the aim is developing the child's thinking skills, then teacher's background is important. Prior to the education of thinking, it's an essential point to provide personal applied training for the teachers in order to ensure the efficiency and effectiveness of applications. The teachers should be supplied with the necessary educational materials and instructed in a detailed way about how to use these materials. They should apply what they learned in their own schools and classrooms and provide a feedback to their trainers. And if they encounter any problems, they should solve these problems through immediate interventions of their own trainers thanks to the strong bond they established.

DIMENSIONS AS ELEMENTS OF THINKING WITH MULTIDIMENSIONAL PERSPECTIVES

The child can easily use his way of thinking in his relationships, against objects and people, at any age (Bee & Boyd, 2009). The child's consciousness of self, others and social relationships reflects gaining perspectives (Bee and Boyd, 2009). With the development of child's ability to think about objects, social consciousness is also established (Bee & Boyd, 2009). In Thinking with Multidimensional Perspectives study, thinking studies on both objects, people and situations/events are carried out.

During the process of thinking with multidimensional perspectives, some topics such as self-knowledge, knowledge of the others, being aware of a third person/ object or a situation, group perspective, social and global perspective dimensions can be examined and situations/cases can be studied.

First Dimension (Self-Knowledge Dimension or "I" Stage): This dimension is about the self-knowledge of a person/child. It contains the impacts of situations on the individual and the evaluation of situations from "I" perspective. Self-knowledge is knowledge or understanding of one's own nature, abilities, and limitations; insight into oneself (Wordnik, 2014). Self-knowledge has a major impact on daily behavior, success in school and even success at work. The Self-knowledge is a depiction of the answers to such questions as "What can I do?", "What are my judgment values?", "What can I expect from life?", "What are my wishes and desires?". The person better answers about his/her expectations from the future, the conditions of trust-insecurity, happiness-anger and important events in their lives as the person gets to know himself/herself better (Genctan,1998). Better self-knowledge allows the people to take better decisions and thus deciding on life quality and life changing issues can have an effect on future career (Vazire & Wilson,2012).Activities directed to self-knowledge (what I like-what I don't like, my reactions, how can I manage my anger, my interests, my choice of profession, my expectations, to think about why I behave like this, to analyze the influence of the situation on person's own psychology, to evaluate the influence of certain behaviors of a person on himself in order to control the situations and planning what to do for turning situations into positive

manner) contain the perspective for evaluating own thoughts, feelings, emotions, perception and attitude against an event/situation/object. Drawing a picture about "my favorite toy" can be considered as an activity that helps the child to establish a self-knowledge.

Second Dimension: "You" Step (knowledge of others, evaluating situations from their perspective, Empathic Perspective): The basic object in this dimension is that the child recognizes a second person or a presence other than himself, realizes it's characteristics, focuses on similarities and differences by making comparisons. Also, similarities and differences between the objects (just two units are being evaluated) are discussed. The development of child's knowledge of the others starts in first year of his life (Bee & Boyd, 2009). When a baby starts to cry, other babies react by starting to cry, too. In the second year of their lives, children start to develop the ability to gain perspectives related to others (Berk, 2013:558). Children pay attention to others' emotions at the age of 2-3, they can distinguish others' feelings at pre-school or primary school ages, and they develop the ability to evaluate situations with the other people's point of views at the older ages (Hoffman, 2000). For example, at early childhood, children evaluate situations from their point of view and try to help others by finding solutions based on their experiences. (e.g. passing their toy to another child crying). In addition, during adolescence, they can develop an understanding that perceives the situation not partly but as a whole (e.g. understanding that the situation is more tragic than it seems) (Hoffman, 2000). Shortly, this step indicates putting oneself in another's place and understanding his emotion/feeling/situation. Thinking experiences related to this dimension contain the examples such as what a left alone child thinks, what his friend feels when he doesn't share his toy with him, etc. When the child says "I'm upset because my mom is going", he reflects his feelings about the situation and evaluates the situation in "I" dimension. When the child says "Mom, your behavior makes me angry", he uses "I" perspective, but he expresses himself to a second person. However, when he says "I did upset you today", he looks at the situation from the other person's point of view. He evaluates the situation with Dimension 2. Here is an activity example, in which a child can recognize the others: Child imagines himself as a bee, he flies like a bee, he pretends to gather nectars from flowers, he explains how he feels while imitating the bee and explains how the bees feel while flying.

Third Dimension (Developing awareness towards a third person, object or a situation other than himself or a second person/object/situation): This dimension indicates to making evaluations by adding a third perspective into events, situations or persons. As children think about relationships and establish contacts, they obtain information about other persons' feelings and reactions (Bee & Boyd, 2009:655). Children up to age of 6-8 describe the others only based on external characteristics (physical characteristics, color, size, shape, gender, etc). For example, a 4-year-old child makes such descriptions as "a carrot looks like a leg, a snake also looks like a leg". He thinks about three separate things (carrot, leg and snake) and evaluates by comparison, however he focuses on physical features while describing things. As children think about relationships and establish contacts, they obtain information about other persons' feelings and reactions (Bee & Boyd, 2009:655). But before 8 years, these descriptions focus mostly on common feelings and attitudes, physical activities and behaviors (Berk, 2013: 553). In this dimension, the essential indications are respecting the thoughts of third persons, listening to others, expressing oneself, respecting other thoughts even if they are different, friendship, communication skills and fairness. Activities for Dimension 3 includes such activities: A child who doesn't want to lose his mother's place memorizes a blue flag which stands near his mother and he can find his mother by searching this blue flag in the big restaurant garden, he can get closer to the flag even if he goes away and search for the table which his family is sitting

(dimension of child-I, dimension of mother's place-blue flag- three dimensions), he can think about how his little brother can be affected by a situation.

Fourth Dimension: Pluralist perspective (they): Aside from "I", "you", "he/she" perspectives, there's a 4th perspective, in which people evaluate the situations with a group perspective, or assess the situations with more than 3 dimensions. For instance, the following example is about the 4th dimension: A classroom activity cannot be completed on time when the limited number of scissors and crayons are not shared, children are late for school trip when they cannot finish their meals on time and so they have a shorter trip duration, children have difficulties in finding the toys and materials in the classroom, when they don't tidy up their toys after playing, children compare the class orders of butterfly and ladybug classes, Ali has affects on others when he doesn't share his toy with the others, children discuss the effects of thanking/sharing on their others, children assess the effects of the behavior/sharing on the group. The ability to understand that a single thing can lead to different emotions for different people develops at the age of 4-5 (Santrock,2012:270). Children start to express their opinions about different groups (such as different ethnic backgrounds) from the age of 5 (Bee & Boyd,2009:655). Also the descriptions about the effect of a situation/behavior on others or on the group becomes clearer at older ages (Berk,2013:560). The situations such as a child comparing the flowers by sniffing them, a child telling his mom which flowers smell alike and which are different, and a child deducing from these similarities and differences (for example: "These flowers smell alike, they are both yellow. I think they smell alike because their color is the same." The deductions don't have to be true according to the point of view of an adult); a child observing and thinking on that a glass cup doesn't shake with the wind but it shakes with a plastic cup on it and a child thinking on the reason for this (different dimensions around plastic cup-glass cup-wind-plastic and glass together are all evaluated) or a child standing by the other kids who play games on the beach and observing them, attempting to participate in their games, evaluating the effects of his attempts on the other kids and participating in the game or withdrawing. These can be the examples related to the Dimension 4.

Fifth Dimension: Case analysis from five or more perspectives or social/global aspects: The ability to approach the situations with a wider perspective develops as getting older (Berk, 2013:558). While getting older, children can use their instincts on themselves and on others to understand the relationships between people. In case of social problem solving, children have to gather different social insights and unify them (Berk, 2013:560). Studies for perceiving different point of views distribute to positive social trends (Chalmers & Townsend,1990). In this dimension, the point is establishing social and global perspectives. Thus, it's considered that an awareness can be developed for social sensibility, ethical values, sensibility to disabled people, environment and different cultures.

Application stages for thinking with multidimensional perspectives

The stages are, Introduction, Internalizing, Heroes of the Situation, Getting to a conclusion.

- 1) **Introduction:** The subject may be introduced by an interesting situation like a story, art work, newspaper article or a real incident.
- 2) **Internalizing the situation:** Here we support internalizing the example situation, getting familiar with the subject, producing opinion about the subject by talking about the provided situation, by brainstorming and by addressing open-ended questions.

3) **The Heroes of the situation:** Inspecting the situation in a multidimensional way based on the people effected directly / indirectly from the situation. It's important to support the subject by open-ended questions. The teacher should not be in the instructor position, but in the facilitator position. He can ask guiding questions if necessary. The teacher shouldn't judge if it's true or false, should present a good environment for brainstorming, support the children by guiding questions if they distract from the subject.

5) **Getting to a conclusion:** Here, we turn back to the subject to remember the key elements and highlight the basic thoughts . Studies such as evaluating the studied subject, exhibiting the activity or a developing a product as a result of multidimensional thinking ability can be performed within this scope.

These applications can be carried out by handling both a single dimension (for example, carrying out an activity for only "I" dimension), and all dimensions.

Self-knowledge is very important for small children. People recognize themselves at first, then they start recognizing others and communicating for information exchange. Piaget states that the child makes motions towards his own body and repeats the motions that he likes the most (first circular reactions) in Sensorimotor Stage, then he begins discovering the objects (second circular reactions) (Santrock,2012:149). Child starts discovering himself from the moment when he is born. However, self-discovery isn't only limited to "I" dimension". Child needs time to perceive other dimensions, and he needs to discover the effects of these dimensions on "I dimension". Thus, even in the education of small children, both "I" dimension and other dimensions should be handled. For example:

A 2-year-old-child, saying "The sun is gone" evaluates the situation in 2 dimensions.

Another child, who tells "Sun is gone, but it sends its lights from behind the sun, that's why we see daylight" analyzes the situation from 5 different aspects (dimensions) as dark/light/cloud/sun/light.

Small children (for example 2-year-old) are getting through the stage of recognizing "I". However, they can also learn by observing the others. Therefore, adults should emphasize "I dimension" as well as encouraging the children to discover other dimensions.

For example

Material: puppets with angry-happy-sad expressions.

Question: What are these?

Answer: A puppet

Question: All these puppets are the same?

Answer: This is the happy puppet, this is angry and this is sad.

Question: Why is this puppet happy?

Answer: His brother played with him, he is happy (he took the situations at 2 different dimensions: the brother playing with him and the puppet being happy)

Question: Why is this puppet sad?

Answer: His mother was angry at him because he messed his room, so he is sad. (he took the situation at 3 different dimensions: the room being messy, the mother being angry and the puppet being sad)

Question: Why is this puppet angry?

Answer: His friend did not share his toy with him. He has got angry.

How do you feel yourself? Why? (I dimension)

Dimension-related discoveries include basic observations, experiments, sample case interrogations at early ages, while they include more complex content structures at older ages. During education, the same dimensions should be handled but they should be taught in different ways for each age group. The essential point is that people should care about and support child's discoveries, deductions and that these discoveries/deductions should proceed in a spiral way. The trainer should actively participate in the education and act as a guide who supports the education process instead of just presenting the subject (Bruner,1961).

The approach of Thinking with Multidimensional Perspectives can be carried out for any age of people, from infants to adults. It's also suitable for adult education (Gur,2011). Situations should be handled in a more complex way for the adult education. Contradictions may apply. Case analysis and sample case interrogations are important (Gur,2011). Applications of producing ideas about the knock-on effect of a simple situation on the society.

CONCLUSION AND RECOMMENDATIONS

The purpose of the education of thinking is to develop children's ability to establish cause and effect relation and support their judging ability by making them think on concepts that are important for them. Thinking with different perspectives supports children to be inquisitive, to search about what they see, what they live instead of having blind confidence. Thinking with different perspectives reveals a multidimensional thinking approach.

In this paper, "how should the education of thinking with multidimensional perspectives be" is discussed. "Thinking with multidimensional perspectives" is a thinking method consisted five dimensions as elements of thinking. It is thought that this method will present a different point of view for thinking education field.

For the development of thinking with multidimensional perspectives, it's important to observe, compare, discover, deduce, communicate, interact, be motivated, be recognized socially, be independent, experience the nature, be supported by teacher/adults. During the process of thinking with multidimensional perspectives, some topics such as self-knowledge, knowledge of the others, being aware of a third person/ object or a situation, group perspective, social and global perspective dimensions can be examined and situations/cases can be studied. The stages are Applications, introduction, internalizing, and heroes of the situation, getting to a conclusion. Dimension-related discoveries include basic observations, experiments, sample case interrogations at early ages, while they include more complex content structures at older ages. Thinking with Multidimensional Perspectives can be carried out by all age groups, from infancy to any age. In this context, it is recommended to develop activities for children at

different age groups, develop and implement educational programs of thinking with multidimensional perspectives, study the course contents with the children through multidimensional perspectives, train parents to support their ability to think with multidimensional perspectives.

As developing student's thinking skills are aimed, it must be accepted that teaching's basic gains are important. Prior to the education of thinking, it's an essential point to provide personal applied training for the teachers in order to ensure the efficiency and effectiveness of applications. The teachers should be supplied with the necessary educational materials and instructed in a detailed way about how to use these materials. They should apply what they learned in their own schools and classrooms and provide a feedback to their trainers. And if they encounter any problems, they should solve these problems through immediate interventions of their own trainers thanks to the strong bond they established. In addition to that, brochures, web sites and handbooks with application examples that teachers can utilize may be useful.

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